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AUTHOR Jackson, Kara V.; And Others
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ABSTRACT

Education of disadvantaged children in rural Leflore County, Mississippi, is evaluated and discussed in this 1969 document by sections: (1) educational needs of Negro children, where recommendations are given for an active vocational counseling and guidance program plus improved inservice education for teachers; (2) educational needs of Negro pupils where, based on school visitation and interviews with school personnel, recommendations are given for programs and evaluation, a Director of Curriculum parental involvement, and reorganization of instructional responsibilities; and (3) principles and procedures in teaching disadvantaged children, where the unique needs of the disadvantaged child are discussed. The work was prepared under Title III of the Elementary and Secondary Education Act. [Not available in hard copy due to marginal legibility of original document.] (AN)

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Mississippi

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Volume IV

Education of Disadvantaged Children

Kara V. Jackson
Arlynne Lake Cheers
Elizabeth W. Sutton

Otis W. Allen , Superintendent
Cooper W. Crain, Coordinator
Howard A. Dawson, Chief Consultant
Greenwood, Mississippi 38930
January, 1969

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The Educational Needs of Negro Pupils In Leflore County

By

Kara V. Jackson
Professor of Education, Grambling College of Louisiana

The schools of Leflore County, Mississippi have changed. I observed, evaluated and offered suggestions for improvement for these schools several years ago, but what I saw on October 10-11, 1968 represents a panorama of change for the culturally deprived, socially disadvantaged, under-educated and under-achieving Delta children of a decade earlier. These changes have come to Leflore County citizens, never to leave again, so that their children can become healthier, happier, and more productive citizens. It became crystal clear from the mere snatches of data that now exist that the approach to these changes is deeply rooted in promising programs for solving the problems that stem from a previous lack of educational opportunity. Adjusting to citizenship demands in this period of our history can be stated simply as finding a workable plan for eliminating the uneducated, under-educated and thereby reducing poverty and unemployment.

Looking at education in general in Leflore County and attempting to select the most powerful fact and feature of the change which has taken place within recent months, there is the opportunity to choose from an array of happenings. Heading the list, in my judgment, is the bold, imaginative dreams which the leadership team has of appropriate education for Delta children who are now coping and groping with the demands of the larger technological society. Legislation which brought Federal aid to education and its continuation of extension of educational opportunity to increasing numbers in the population, particularly at the pre-school and adult education levels, has accelerated a century of progress within the last decade. However, the cycle of progress has not yet reached completion. The character of men and things and places

is a matter not only of the men and the things and the places, but also the perspective from which they are seen. Yesterday I was there collecting evidence of progress and attempting to clearly identify problem areas through observations and interviews. Today, from my vantage point here, I am using this experience to present a basis for the soul-searching concerns which agitate any truly professional educator.

First impressions, in effect, form a powerful influence on an observor or investigator. It became somewhat of a struggle for me to shake and shift any thoughts and dreams of the future for Leflore County's children from vocational to academic expectations, and vice versa. Having observed first students learning such trades as printing, shoe repair, masonry, etc., I was elated. A change in occupational trends and opportunities is today's mode of life for the Negro. Finding employment and overcoming poverty must be established as a healthy influence and practice in this system. This influence must never be stifled by any other educational improvement within the system.

This is not to deny the importance of each learner's mastering the basic communicative skills and the social skills which will insure him against failure and/or promotion on whatever job he enters in the world of work.

I. Facing the Challenge of Unemployment for Leflore County Youth

That a majority of the 7000 Negro children and youth now enrolled in the schools of Leflore County, as well as those who come after them, will one day pack up their belongings and hit the road in search of a job and a better place to live is a fact we must accept. A good many will end up in the already overcrowded ghettos of our cities. Others continue to wander, swelling the ranks of migratory labor. Some movement of this sort is desirable and in-

evitable in a free society, according to the recent published report of the President's National Advisory Commission on Rural Poverty.

Every school in Leflore County is responsible for training each of its students for a new job. The program at some point should go even further and tell him where he can get the job for which he is prepared, what the pay will be, where he will have to live, and what the probable cost of living will be. Not every boy and girl growing up in rural Mississippi wants to move to the city, nor should they have to migrate merely because they don't know what else to do. The way to attack this problem is already under way in the schools and community. For example, the students enrolled in vari-type printing classes, in shoe repair classes, in masonry classes, etc. have the opportunity to master skills needed for existing jobs in any community, rural or urban, large or small. If the prople in Leflore County are allowing employment in agriculture, livestock, forestry, mining and fisheries to decline faster than new jobs are being created in the construction, manufacturing and service industries, they must awaken to the sweeping changes in our rural economy. No one can climb out of poverty unassisted by the local community. All too often we see that our Negro youth who move from farm to city, or from farm to non-farm jobs merely transfer their problems and their poverty. There is absolutely no question in my mind about the desirability of providing adequate job-oriented training opportunities for disadvantaged boys and girls throughout every level of the school. Benefits to the individual, to the community, and to society far exceed the costs of offering these training programs.

For the future development and improvement of the school's program in helping the people of Leflore County to help themselves, I am proposing---

II. An Active Vocational Counseling and Guidance Program for each of the eight rural communities

Counseling and guidance services are designed to prevent the misallocation of human resources because of the school's neglect of their personal, social, educational and vocational development. Many rural students drop out of school for a lack of guidance and counseling services. The gaps between elementary, high school, college and jobs are very wide for rural people. A good guidance and counseling system in both the elementary and secondary schools will be drastically different from what exist in the present set-up here and there across the nation. A system that is much more innovative and creative must be developed.

Recent data on the unrest among our youth, and their revolutionary techniques indicate that counselors should work with students at all age levels, giving special attention to the dropout and potential dropouts. So many Negro youth have become, in my judgment, overly dependent on the revolutionaries for decision-making in terms of their choice of values and their behavior patterns. To follow the radical leader is substituted for the much tougher task of making rational choices concerning future educational and occupational alternatives. Though a tremendous and costly step to take, I recommend intensive personal consultative services to students in all grades. That there is a shortage of trained counselors is a fact well known. At the present time the only way intensive personal counseling can reach each one of the Delta children is through an effective liaison between family, school, student and community. This is a leadership task of great magnitude. It means that the sheer force of the problem of relating to students must take place within a network of human relationships, and within the framework of the unique opportunities for personal effectiveness one observes in Leflore County.

As I write this report I am keenly aware of National Vocational Guidance Week, October 20-26, 1968. The slogan, "Be Ready for Tomorrow---Get Guidance" is very appropriate for the recommendation I would make for Leflore County Schools. I am willing to work on the assumption that automation is a blessing rather than curse, but others may not. It also seems to me that persons already employed, say for example, in the piano, zipper, locker, etc. manufacturing plants in Leflore County are better prepared at this point to confront the students with the nature of the manpower skills needed for today's industries. Therefore, I propose that local, regional and national agencies of business, industry and government assign their representatives to serve as consultants in the schools until our counselors and teachers have become better acquainted with what kind of workers industry, business and government, etc. need.

Listed below are several selected adjustment problems which deprived Negro youth need help in overcoming.

1. Limited knowledge of occupational opportunities --- local versus those a-field
2. A need to be shown the dignity of work
3. White-collar complex---a spectacular or glamour job
4. Planning training for an occupation
5. Choosing schools and colleges---inability to pay training cost
6. Determining fitness for a job
7. Scarcity of printed information about a chosen occupation.

III. IMPROVED TEACHER EDUCATION IS A MUST FOR LEFLORE COUNTY

Throughout the brief observations in Leflore County one heard the term, "pilot project." Teachers must pilot change in a community. One noted here and there the beginning of a movement among coordinators, consultants and teachers

alike of a very different nature than the past projected. In making a philosophical, psychological shift in the teaching-learning orbit, many problems are encountered. These problems range from passivity through honest trial and error to complete frustration. Evidence of the teacher shortage, poor performance, irrelevant programs and curricular experiences, and a hesitancy on the part of some teachers to become truly involved is clear enough for serious thought and action at this point.

One must thoughtfully examine both the existing and proposed new approaches for training teachers for Leflore County. Culturally and economically children have a right to be taught well whatever it is they need to know, and teachers, generally speaking, are not doing this because they don't know how.

The Elementary and Secondary Education Act has provided a kind of antiseptic environment in which the education of teachers on both the pre-service and in-service levels should flourish. The provision of adequate facilities, tools and materials for teaching will not alone do the healing job. In effect we have to re-examine the notion that teachers, once supplied with a new technique or approach, will master their inept patterns teaching and human relations. Somehow communication and understanding of educational goals for themselves and their students must operate from classroom to the Educational Center and to the community political power structure. Better education for the Negro becomes more and more an element of power, an essential to community development, and a central part of the aspirations and expectations of every deprived group in our society. And this makes the role of each teacher in Leflore County more critical, more pivotal than ever. Parents and the community at large as never before will sooner or later trace the responsibility for what their sons and daughters learn, or do not learn, to the classroom teacher.

An excerpt from an article written by Joseph C. Giannis is reported below because in it are some ideas to be reckoned with as teachers in Leflore County try to upgrade their professional competencies.

> In "Life in Classrooms", Phillip W. Jackson has depicted the typical teacher, at least at the elementary school level, as moving in a whirlwind of minutiae, brief interactions, and immediate impressions that preempt almost any opportunity for systematic reflection on teaching while one is engaged in the act. This is mirrored, he finds, in the conceptual simplicity of the teacher's language:
>
> > 1) an uncomplicated biew of causality; 2) an intuitive, rather than rational approach to classroom events; 3) an opinionated, as opposed to an open-minded, stance when confronted with alternative teaching practices; 4) a narrowness in the working definitions assigned to abstract terms.
>
> In order to emphasize the spontaneity, immediacy, and what he deems even the "irrationality"of the teacher's bahavior in the classroom with his students, Jackson distinguishes between two broad aspects of the teacher's work, the "interactive" and the "preactive"; only in the latter, in the form of lesson planning and so on, does he find the characteristics that most of us associate with rationality.
>
> Jackson urges us not to condemn this situation too hastily. Research on learning, in his reading of it, has produced too little that can be applied in the classroom, or to say almost the same thing differently, has produced too much, in theories that are too informative or too detailed to be applied in teaching. Furthermore, "The result (of teachers being guided more by rule-of-thumb considerations than by learning theory) if we can believe achievement test scores and other indicators of academic attainments is 'normal' educational growth for most students"? We would do well, Jackson concludes, to observe teaching more closely and to develop a language that teachers and researchers alike can profit from.
>
> J. M. Stephens, in "The Process of Schooling," comes to a somewhat similar result by an alternative route. In reviewing literally thousands of experimental attempts to improve students' achievement by the manipulation of one or another factor in instruction---class size, ability grouping, the use of television and other technology, etc., he finds on every count that at least as many studies showing no differences or even a negative result must be weighed against those studies that seem to support the effectiveness of the factor in question. Stephens concludes from this that the more fundamental determinants of learning in schools are certain ingrained characteristics of human beings as teachers

and learners -- tendencies to manipulate things, to talk to other people about their interests, to applaud or disapprove, to correct, to supply the answer for which someone else is groping, and to point the moral. These tendencies, he argues, have a crude survival value for human cultures and thus persist in the schooling every society affords its youth. The effects of our interventions to change the process are minuscule by comparision.

Neither Jackson nor Stephens holds that this picture of teaching is the best that one can imagine. Still, the near inevitability that they ascribe to it seems to seduce them into complacency. If all of us share this mood with them at times, a further look shatters the peace.

Consider the differential effects of the process of schooling on the achievement or the very survial of different groups within society. The United States Commission on Civil Rights examined some twenty major projects in compensatory education that have employed various combinations of team teaching, individual tutoring, new instructional techniques, involvement of parents, cultural enrichment, and direct appeals to students' aspirations. As everyone knows by now, the Commission concluded that none of these programs has produced lasting gains in the achievement of lower-class youth so long as these students remained segregated from middle-class students. On the other hand, the data demonstrated that lower-class students who have been placed in classrooms with a majority of middle-class students have made significant gains in achievement, whatever the details of the programs in these classrooms. These findings parallel the Coleman Report conclusion that "the social composition of the student body is more highly related to achievement, independtly of the student's own social background, than in any school factor." They drive us to realize that the "spontaneous" tendencies of teachers and students, whether in Jackson's or in Stephens' terms, conform to cultural patterns in schooling that frustrate the aspirations of many in our society and violate our professed ideals as teachers."

The most promising feature of the teacher education procedure is the fact that all of the teachers in this system have the opportunity to join with the faculty or a nearby college or university in a genuinely collaborative investigation of questions about teaching and learning. I would like to see the planning of a long-range teacher education program based not on exaggerated zeal for team, T.V., programmed linguistics or non-graded teaching, but on inquiry as the center of learning. Teachers must accept and act on the belief that education is a human process requiring the interaction of minds. The

college professors of education and the supervising leadership team working directly with the teachers must accept such facts as:

Individuals (pupils) differ
Teachers differ, too. Some are
a. insensitive
b. uncreative
c. unproductive
d. impatient

According to Jackson and Stephens, quoted above, we know more than ever about human learning, but not nearly enough for our times. Every good teacher is wrestling with such problems as:

1. Knowledge explosion
2. Specialization of functions
3. Parent-Community expectations
4. Impact of multi-media

So that each child in Leflore County may have a good learning day, I suspect that most teachers in the system need to become, and I quote from Dr. Harold Drummond, who states that teachers must ---

1. Be able to coordinate all of the special services and programs impinging upon him in our times

2. Become effective communicators---ability to talk to students, parents and citizens in words they understand

3. Become unusually warm-hearted with people---see the other fellow's point of view

4. Become facilitators ofchange---create a climate in which people will be willing to take a chance

5. Become task masters. Some teachers are indolent. They will hold back progress if their feet are not kept to the fire.

A teacher education program conceived, developed, and executed within the framework of the proposals outlined above can be evaluated continuously by asking such questions as:

1. Is the community finding solutions to our presentday problems as rational human beings?

2. Is the school a community center?

If the young people in Leflore County are testing and pressuring the adult society, it is because they want rules which make sense. They also want discipline. They need rules and discipline to give them security. Educators ought to dialog with teen-agers through a teen-council on such topics as:

Early marriage
Use of drugs and alcoholisms
Illegitimacy -- sex deliquency
Delinquency
Spending money---too much - not any
Parental control and responsibilities
Broken homes by separation, divorce, death
Pampering parents

just as Civil Rights Workers dialog with them about

Voter registration
School desegregation
Economic boycotts
Public accommodations

in a way that make sense.

Any finally, I would wish that all groups in the community would apply all the vigor we possess as a people to the solution of our deeper problems. If there is still some gap between the promise of American to all of its people and reality, let us lose our self-consciousness about telling this reality like it is.

The Educational Needs of Negro Children in Leflore County

By

Arlynne Lake Cheers
Professor of Education
Grambling College of Louisiana

The observations upon which this report is based were made during a tour of the Educational Services Building, visits to five of the Leflore County Schools, two scheduled conference sessions with county educational personnel, and informal conversations with administrators, teachers, and pupils.

The report is presented under the following broad headings: General Impressions; Problem Areas Identified; Recommendations for Future Development and Improvement; and Proposal for Projects.

General Impressions

The magnitude and quality of the Leflore County educational program combine to make a striking first impression. Not only does its organizational structure reveal the imagination and creativity of the personnel, but the functionality of the program is also readily apparent. The resources, both physical and human, are those about which most school systems are yet only dreaming.

Perhaps one of the most educationally beneficial features which I was privileged to observe was the obvious cooperation of the staff personnel. To see the coordinators and other administrators working together so effectively was indeed rewarding. The conversations with principals, teachers, and pupils, and the conference sessions with the county personnel provided strong indications that the program is of quality. Both curricular content and methods seem to be illustrative

of that upon which educators are currently basing their hopes. The recognized educational deficiences of the pupil population quite obviously have been taken into consideration since the program, as presently constituted, seems to have been designed to include features which eminent educators endorse for these learners.

Recognizing full well the danger of making judgments with no more information than I have, I take that risk now by daring to point up three areas which seem to threaten the effectiveness of this very fine program; namely, (1) lack of definitive focus, (2) low morale of teaching personnel, and (3) insecurity among teachers.

After having heard descriptions of six individual programs and reference made to two others, I was left with the feeling that there was great need for confluence - a point of convergence. It seemed to me then and now that the program would be helped if a special effort were made to clarify its major goals, thereby providing a focus for all individual programs. There is great danger, I think, in the present lack of coordination and its concomitant fragmented effects and dessipation of effort and energy.

Reasoning as always from the thesis that the teacher is the most important single factor in the academic world of the learner, I left Leflore County feeling that the teachers pose the greatest threat to the effectiveness of the program. Their low morale was obvious. Certainly, I do not know why, yet the following possible reasons come to me: They work excessively long hours because of consolidation and its accompanying transportation difficulties; their salary scale is low; there are few visible indications of concern about their general welfare (aides, clerical assistance, lounge or expendable supplies - construction paper, pencil sharpeners, etc.) I also sensed an inordinate amount of insecurity among

the teachers. Perhaps this can be attributed largely to their being caught up so completely in the change which now characterizes education and our society. Another factor may be that those teachers who are having to work outside of their main areas of competence are triggering generalized insecurity, because they feel overwhelmed by the concurrent impact of new content and new approaches.

Nevertheless, as I reflect upon my observations and reactions, I am convinced that the Leflore County educational program has far, far more positive features than negative. Furthermore, it is significant that those features which I considered threatening are readily correctible. In fact, the big job is accomplished - a quality program is structured. These features which I see as defects are simply program details.

Problem Areas Identified

As a result of my observations and impressions, I submit the following list of problem areas:

1. An exceptionally limited experiential base upon which to build a formal academic program.

The reference here is to the low level of general information which characterizes the pupil population. This, I realize, is typical of these pupils and of all other similar groups: It is recognized and the causes which contribute are well known.

2. The quality of instruction.

Some of the contributing factors mentioned in the previous section include

   a. Low morale of teachers.

   b. Insecurity of teachers.

   c. Low energy level of both pupils and teachers.

Recommendations for Future Development and Improvement

The following recommendations are submitted for consideration:

1. That immediate plans be made to evaluate the total effect of the existing program on the general level of pupil achievement.
2. That a Director of Curriculum be employed and given responsibility for clarifying major goals, coordinating program efforts, and evaluating progress toward the goals which are defined.
3. That each school, with due regard for its uniqueness, make a conscious effort toward creative involvement (PTA is not included here) of parents in the education of their children.
4. That attention be given to a reorganization of instructional responsibilities in such a way that each teacher's strength will be exploited. Nontraditional forms are to be considered. For example, with grade levels ignored:
   a) Utilize teachers with strong interpersonal relationship capabilities as homeroom teachers and parent liaisons.
   b) Use the teachers with the greatest strength in each subject-field area to serve as master teachers (or head teachers of teams) who employ large group - small group instructional techniques with pupils grouped according to their actual needs in the several subject areas.
   c) Use pupil achievement as a reference point - and survey teacher - teaching strategy compatibility; when determined, alter the strategy only after evaluations of pupil achievement indicate that such should be done.

Proposal for Project

The literature is replete with research which justifies for Leflore County pupils and other similar populations the type of project which is proposed. Hence, that

information has not been included here. Instead, an attempt has been made only to depict the nature of the proposed project.

The Proposal

The general purpose of this three-fold project is to increase the achievement level of the pupils of Leflore County by adding breadth and depth to the experiential base upon which their formal school instruction must be built. That it proposes to do by (1) providing certain new educational experiences and (2) adding educational value to certain other experiences which the pupils now have.

More specifically the objectives are:

1. To make it possible for pupils to receive greater educational benefits from their on-going contacts with their parents.
2. To increase the likelihood that first graders will enroll having an adequate degree of intellectual, social, and attitudinal readiness.
3. To assist pupils in the development of performance skills and creativity in music, art, and drama.

The project purports to achieve these goals through three programs which are subsequently described.*

Program I - The Pre-School Program

Program II - The Auxiliary Educators Program

Program III - The Mobile Fine Arts Program

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*All descriptions are presented in skeletal form in deference to the request concerning the length of the report. Full descriptions could be provided if desired.

Program I - The Pre-School Program

Purpose: To bring pre-school children up to a level of achievement which allows them to enter the first grade with a reasonable expectation of success; to increase the educational value of the interpersonal behaviors of their parents, by increasing their understanding and skills in ways in which they may help in the education of their children.

Population: 3 and 4 year old children and their parents (mothers especially)

Curriculum: A cognitively oriented program focusing on perceptual skill training, verbal development, simple number concept development, training in personal-mental hygiene, creative dramatics, large and small motor coordination.

Program and Method: A program of intense intellectual stimulation and parental involvement in the educational process. The children would be kept in classes for three hours each day, and visited in their homes once each week for tutorial sessions which involve the mothers. Mothers and fathers would meet monthly in group sessions.

Program II - The Auxiliary Educators Program

Purpose: To add strength to the present educational program by employing parents to relieve teachers of certain non-academic duties, thereby increasing parental understanding of the school, its operation, and their role in the education of their own children.

Population: A designated number of selected parents.

Curriculum: An intensive period (two weeks) of pre-training focused on (1) the skills needed for the tasks to be performed and (2) general social skills. Regular monthly meetings for similar in-service training.

Program and Methods: The program proposes to assign parents to those schools which are being denied full benefit of their teachers' energy, time, and professional skills and thereby is focused on dual objectives:

1. To improve the quality of pupils' classroom experiences.
2. To maximize parental contribution to the education of pupils.
   a. To broaden the parents' own cultural-social background.
   b. To strengthen parents' understanding of the educational program.
   c. To strengthen the bonds between teachers and parents.

The program proposes to achieve these purposes by employing parents to perfrom the following services:

1. Morning and afternoon bus duty.
2. Playground assistants and supervisors of certain recreational activities.
3. Auxiliary classroom, hall, bathroom, cafeteria duties.

Program III - The Mobile Fine Arts Program

Purpose: This program is planned to provide experiences in music, art, and drama that permit pupils to participate creatively in ways that will enrich their lives as follows:

1. Contribute significantly to their own general culture and the cultural level of their parents.
2. Identify and develop their special talents.
3. Develop discriminatory ability about the current offerings of television, radio, and movies.

Population: Leflore County pupils especially pupils from those localities which have no facility which serves as a community center.

Curriculum: The program is designed to be conducted cooperatively with a college or university (suggestion: Mississippi Valley State College with or without another college). Members of the music, art, and speech faculties, and senior students will involve pupils in a series of activities which require use of the materials associated with each of the art media.

The pupils and interested community persons will be expected to:

1. Use the materials,,handle them, share opinions, ask questions and gain acquaintance with the crafts.
2. Produce programs built around their own creations in art, music, and drama.
3. Witness a limited number of demonstrations by noted artists (the demonstrations would be patterned to the stage of development of the pupils at the time of the appearance). Each demonstration would be followed by informal visits with the pupils.

Program and Methods: The program is designed around the use of a Mobile Arts unit (a 10 X 28 foot trailer or similar vehicle) of sufficient size to accommodate as needed:

1. Art works (paintings, drawings, ceramics, etc.)
2. Art materials (paper, paints, charcoal, linoleum blocks, etc.)
3. Slide and overhead projectors, screens, films, and slides.
4. High quality stereophonic record player and selected recordings.
5. Materials needed for scenery designs, stage lighting, costumes, sound production, and the physical theater.

Conceivably, Program III could include a summer program in each of the communities served. Weekly classes could be held during the summer and the activities could be continued through monthly or bi-monthly visits during the school term.

The active involvement of the pupils, parents, and other interested community persons in a saturated program of cultural experiences will of necessity perceptively broaden the academic base upon which the formal school program must depend.

PRINCIPLES AND PROCEDURES IN TEACHING DISADVANTAGED CHILDREN

By

Elizabeth W. Sutton, Specialist
Education of Migrant Children,
U. S. Office of Education

First, I shall point up several components from any themetical rational relating to the education of "disadvantaged" children.

1. The disadvantaged child, as do all children, grows and natures physically, socially, mentally, and emotionally in terms of characteristic patterns of growth and development. Differences found are likely to be differences of degree resulting from their cultural pattern of living.

2. Like all children, as the disadvantaged child grows, he is forming a picture of himself, of the kind of person he is, of the things he can and cannot do, of the kind of person he can eventually hope to become. this picture, his self-concept, the way he sees himself and others will determine greatly his success or failure in school or in life.

3. The disadvantaged child, as do all children, has special strengths, abilities, experiences and interests which should be identified and taken into account in teaching him.

4. The disadvantaged child, because of his cultural pattern of living has had unique work experiences on which we may capitalize in teaching him. More than likely he has picked up scattered bits of information about the growth and processing of various agricultural crops grown in this county, particularly those of cotton and of soy beans.

5. The disadvantaged child nees to develop the same kinds of skills, understanding, appreciations, and attitudes as do all American children. However, because of his culturally different background, as well as the inadequacies of his experiences, he has distinctive and unique needs to which immediate attention should be directed. Along with the fundamental skills of literacy, the disadvantaged child needs educational experiences directed toward improving his life now - immediately - as well as to "open vistas" to him for continuous learning and for a successful, satisfactory way of earning a living in the future.

6. If schools today are to meet the needs of disadvantaged children, it seems imperative that immediate consideration be given to the modification of curriculum content, to the modification of instructional and school organizational patterns, to the careful selection and modification of materials: yes, and to the development of instructional materials tailored more nearly to his experential background and interests.

(Curriculum Content) The disadvantaged child is likely to need -

1. Basic concepts and habits of good health and of healthful living
   a. Food and nutrition
   b. Personal cleanliness, grooming and appropriate dress
   c. Rest, relaxation, and play. (Sleep and rest needed: desirable conditions and clothing: development of hobbies)
   d. Living happily with family and friends
   e. Sanitation
   f. Communicable diseases
   g. Safety and first aid
   h. Community health services

2. Competencies in performing home tasks

3. Knowledge of and desirable attitudes toward public agencies, organizations, institutions and of their programs and services

4. Basic economic concepts

5. Basic concepts of privileges and responsibilities of American citizenship

6. Knowledge of desirable attitudes and appreciations for the "world of work"